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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: curricula in biomedical communications; communication skill development in student teachers; the status of communication education in Ohio; students' perceived ability to communicate within the classroom; the basic speech course in Missouri public high schools; the role communication apprehension plays in the educational process of a professional school of nursing; identifying interpersonal communication competencies for internships in community education leadership; effects of situational stress on fluency, rate, and proximity behavior of college student speakers; teaching group communication: the teaching of group communication in the secondary schools of Michigan; teaching medical diagnostic interviewing skills; and the implications of selected personality factors and perceptions of communication for the diagnosis and instruction of reticent students. (TJ)

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Speech Communication Education:

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Abstracts of the following dissertations are included in this collection:

Benschoter, Reba Ann
CURRICULA IN BIOMEDICAL COMMUNICATIONS: DO THEY MEET THE PERCEIVED NEEDS OF THE FIELD?

Dorner, John Nicholas
COMMUNICATION SKILL DEVELOPMENT IN STUDENT TEACHERS BY THE USE OF PLAY PRACTICA

Fetzer, Ronald Charles
THE STATUS OF SPEECH COMMUNICATION EDUCATION IN OHIO: TEACHER REDESIGN IN PROGRESS

Gatseos, Panayes Marcos
STUDENTS' PERCEIVED ABILITY TO COMMUNICATE WITHIN THE CLASSROOM: A FACTOR ANALYTIC EXPLORATION

Gibson, Jill Downing
A DESCRIPTIVE SURVEY OF THE BASIC SPEECH COURSE IN MISSOURI PUBLIC HIGH SCHOOLS, 1973-74

Lower, Helen Marie
EXPLORATORY STUDY OF THE ROLE COMMUNICATION APPREHENSION PLAYS IN THE EDUCATIONAL PROCESS OF A PROFESSIONAL SCHOOL OF NURSING

McCombie, Douglas Arthur
IDENTIFYING INTERPERSONAL COMMUNICATION COMPETENCIES FOR INTERNSHIPS IN COMMUNITY EDUCATION LEADERSHIP

May, Wallace Russell
EFFECTS OF SITUATIONAL STRESS ON FLUENCY, RATE AND PROXIMITY BEHAVIOR OF COLLEGE STUDENT SPEAKERS: EXPLICATED BY A NEW MODEL OF SITUATIONAL AFFECT

Shubert, Judith Janelle Clark
TEACHING GROUP COMMUNICATION: A SURVEY OF MICHIGAN HIGH SCHOOL SPEECH COMMUNICATION TEACHERS

Sochat, Nancy Ann
TEACHING MEDICAL DIAGNOSTIC INTERVIEWING SKILLS: AN APPLICATION OF SEMIOTIC THEORY AND PRINCIPLES

Streibel, Barbara Jean Wilson
THE IMPLICATIONS OF SELECTED PERSONALITY FACTORS AND PERCEPTIONS OF COMMUNICATION FOR THE DIAGNOSIS AND INSTRUCTION OF RETICENT STUDENTS

CURRICULA IN BIOMEDICAL COMMUNICATIONS: DO THEY MEET THE PERCEIVED NEEDS OF THE FIELD?

Order No. 7900293

BENSCHOTER, Reba Ann, Ph.D. The University of Nebraska - Lincoln, 1978. 226pp. Adviser: Wesley C. Meierhenry

This study has focused on biomedical communications, a relatively new occupation, which has evolved to provide media services in support of health education at all levels.

The purposes of the research were to:

1. Trace the development of biomedical communications and biomedical communications training through extensive literature review and documentation.

2. Determine through survey the body of knowledge which the biomedical communications specialist must possess to perform the occupational duties in the health sciences setting.

3. Examine through survey the curricula in existing graduate level training programs for biomedical communications specialists to determine whether present curricula are preparing students to perform the occupational duties of the field.

The literature review documented the evolution of educational technology and the media specialist and surveyed the history of medical education in the United States and the beginnings and subsequent growth of medical illustration, photography and television in the health sciences. It also traced the early development of health sciences audiovisual services and medical communications to provide a history of the field of biomedical communications.

To gain information about the skills essential to successful practice in the field of biomedical communications and to determine whether present training programs are preparing students to function effectively in entry-level managerial positions in biomedical communications, the following procedures were carried out.

A survey instrument was designed, validated and sent to 94 directors of biomedical communications. These individuals, considered successful practitioners in the field, were asked to rate the importance of 42 knowledge and skills items in the training of the biomedical communications specialist. Seventy-five directors responded, identifying the areas of training they felt were most important to the practicing biomedical communicator.

To determine whether present curricula in biomedical communications were actually meeting the expectations of the practitioners, a parallel survey instrument was administered to the directors of the five graduate training programs in biomedical communications. The training directors rated the degree of emphasis which the curricula of their programs placed on each of the 42 subject elements.

In analyzing the data, the mean item response was calculated for the practitioners and the training program directors. The mean item responses of the two groups were then compared to draw conclusions about similarities and differences between the practitioners' perceived needs in biomedical communications training and the training program directors' descriptions of existing curricula. The 42 skill and knowledge items were grouped into eight functional categories to make analysis and comparison easier. These categories are: organization and personnel management, design, information retrieval and logistics, production, instruction, research and evaluation, utilization and biomedical subjects.

A review of the data leads to the conclusion that the existing curricula of the master's degree programs in biomedical communications are providing courses of study which generally meet or exceed the expectations of expert practitioners in the field in 29 of the 42 knowledge and skill areas considered in this study. However, in some specific theory and skills areas such as management, media center operation, media management and television system design, the schools are not covering the materials in as much depth as practitioners feel is desirable to provide adequate training for entry-level biomedical communication specialists.

COMMUNICATION SKILL DEVELOPMENT IN STUDENT TEACHERS BY THE USE OF PLAY PRACTICA

DORNER, John Nicholas, Ph.D. University of Victoria (Canada), 1978. Supervisor: Dr. Donald W. Knowles

The focus of this study was the development of effective teacher-pupil relationships which have been found to facilitate pupil growth in academic and social adjustment areas. While courses have been developed to train student teachers in the use of communication skills associated with effective teacher-pupil relationships, such courses have rarely involved trainees in direct interaction with children. It was proposed that a program including unstructured play media with groups of children would provide an effective approach to communication skills training for student teachers.

One purpose of this study was to compare the effectiveness of a play practicum approach (using unstructured play media with groups of children) with other approaches in the development of communication skills in student teachers. More specifically, it was hypothesized that subjects participating in a play practicum would demonstrate higher frequencies of Listening to Feelings responses, Communicating Feelings responses, and Limit Setting Statements on a paper-and-pencil questionnaire task (The Teacher Response Questionnaire) developed for this study, and in an in vivo "teaching" task with groups of pupils than (a) subjects participating in a communication skill training course without a play practicum and (b) subjects in a no training condition.

A random selection procedure, stratified on the basis of sex, was used to assign a total of 24 subjects (21 females, 3 males) to the three conditions. A posttest-only, randomized group design was employed to test the hypotheses. Kruskal-Wallis analyses of variance and Mann-Whitney U tests were the statistical procedures used.

The following results were found: (a) hypotheses were fully supported when the results from the in vivo teaching task were considered, (b) hypotheses were partially supported on the basis of data from the questionnaire, (c) follow-up data based on a re-administration of the questionnaire and on independent evaluations of trainees by instructors in the Education Interaction Laboratory were consistent with the findings from the main study, (d) subjects in the training without practicum condition demonstrated significantly higher frequencies of Listening to Feelings and Communicating Feelings responses than subjects in the no training condition on the questionnaire task, (e) no significant differences were found between these two groups on any of the dependent variables in the in vivo task. One clear conclusion was that the training program incorporating a play practicum was more effective than the other two conditions in providing communication skill training for student teachers. The implications of the results for teacher training programs were discussed.

A second purpose of the study was to provide a descriptive account of the training program, particularly the play practicum, on the basis of verbal reports provided primarily by the trainees. The results from a variety of descriptive studies were outlined, and the process of communication skill development of individual trainees in the play practicum was documented and related to the humanistic theory underlying this study.

THE STATUS OF SPEECH COMMUNICATION EDUCATION IN OHIO: TEACHER REDESIGN IN PROGRESS

Order No. 7902125

FETZER, Ronald Charles, Ph.D. The Ohio State University, 1978. 303pp. Adviser: Professor George L. Lewis

This research was based on three surveys conducted in the State of Ohio. The three groups responding were high school principals, high school speech communication teachers, and speech communication teacher educators in the colleges and universities of Ohio. Secondary schools were defined as including grades seven through twelve or any combination thereof.

Ohio is presently in the process of a statewide program referred to as Teacher Redesign involving all institutions of higher learning in Ohio that have teacher education and certification programs. This research focused on the content area of speech communication teacher training. Data was collected to determine the progress of implementing these standards in speech communication teacher education programs. Thirty-nine colleges and universities in the State of Ohio have such programs with state approval for certification. In an effort to determine the quality of this change as a developmental process, it was necessary to investigate the teaching environment of high school speech communication teachers in Ohio. With the data from previous studies surveying for similar information, an analysis by means of comparison of the growth and changes in high school speech communication curricula and program activities was conducted. The collected data from high school principals and speech communication teachers was also compared to some of the data provided by the speech communication teacher educators. The purpose was to determine if the current developmental process of the Teacher Redesign Program was sufficiently preparing student teachers for teaching and supervising speech communication curricula and activity programs in Ohio's high schools.

The results of the data indicated that speech communication curricula and activity programs were on the increase. There is more course availability as well as more advanced courses in high school curriculums. Speech communication courses have a greater frequency at the junior high level. The content in the basic or fundamental course is changing to the degree that more emphasis is placed on listening, interpersonal, discussion, and communication theory.

High school principals perceive speech communication to be a basic and important skill for students. They perceive faculty, student, and community support of speech communication programs. They also believe Ohio colleges are adequately preparing speech communication teachers. The speech communication teachers also believe that Ohio colleges are doing adequate content preparation, but they indicated more preparation in clinical or theory related learning activities in college programs.

Speech communication teacher educators believe their institutions are able to implement the new Teacher Redesign Standard. They, like the high school principals, believe that speech communication skills are basic for all students; they also indicated that speech communication skills are basic to all teacher education programs. These teacher educators indicated the present certification regulations for speech communication are adequate in guiding the development of quality teacher training programs.

Eighteen conclusions were presented in this study based on the data compiled from the three surveys. This research was completed with a set of recommendations addressed to high school principals, speech communication teachers, speech communication teacher educators, the Speech Communication Association, the Speech Communication Association of Ohio, and to the Division of Teacher Education and Certification which is responsible for the Teacher Redesign Program.

STUDENTS' PERCEIVED ABILITY TO COMMUNICATE WITHIN THE CLASSROOM: A FACTOR ANALYTIC EXPLORATION

Order No. 7903045

GATSEOS, Panayes Marcos, Ph.D. University of Colorado at Boulder, 1978. 121pp. Director: Assistant Professor Sam Betty

Through the use of a ninety-item school sentiment questionnaire, this study identified the dominant attitude dimensions for students with low, medium and high scores in perceptions of their ability to communicate within a suburban eighth grade school environment.

The research was accomplished by first dividing students into three groups on the basis of their perceived ability to communicate (PAC) scores. Low-PAC students (n = 186) were those with scores one standard deviation below the mean, Medium-PAC students (n = 1,035) had scores within plus or minus one standard deviation around the mean, and High-PAC students (n = 177) had scores one standard deviation above the mean. Each group's attitude dimensions were then identified via factor analysis.

Eight variables (each consisting of ten questionnaire items) were included in an orthogonal, varimax factor solution. They included attitudes toward: self, peers, school social structure, learning, teacher-student interpersonal relations, teacher authority, mode of instruction and overall, general school sentiments.

There were qualitative differences in the factor structures of the three groups. The most striking features of the factor structures were: (1) the consistently high factor loadings of student self concept and attitudes toward mode of instruction for each of the three groups, and (2) the high factor loadings the teacher authority variable received in the Low-PAC group, in marked contrast to the Medium-PAC and High-PAC groups.

It was suggested that teachers begin employing more personal, confirming and understanding verbal techniques to help remove the negative predispositions many students have concerning their ability to communicate within the classroom.

A DESCRIPTIVE SURVEY OF THE BASIC SPEECH COURSE IN MISSOURI PUBLIC HIGH SCHOOLS, 1973-74

Order No. 7903904

GIBSON, Jill Downing, Ph.D. University of Missouri – Columbia, 1977. 181pp. Supervisor: Dr. James W. Gibson

Much of our current knowledge of what goes on in speech classrooms is fragmentary. In an effort to expand one area of knowledge, Missouri public high schools were surveyed to gain information concerning the status of the basic speech course. Five areas were identified for study: (1) a profile of the schools offering a basic course; (2) content of the basic course; (3) the use of classroom time; (4) the use of educational methods; and, (5) characteristics of teachers of the basic course.

All but six schools responding to the questionnaire offered a basic speech course, indicating that the Missouri public high schools support the basic speech course. The six schools not offering a course at that time indicated a course would be offered in 1974–1975. While the course is open to almost all students, it is required in very few schools. The majority of speech students do not take the course until their junior or senior year. Although the basic course appears to occupy a fairly secure place in the curriculum, it could be stronger. Only about 10 per cent of the students take the basic course.

Teachers in 81.6 per cent of the schools reported a focus on a combination of areas. The five topic areas most frequently taught were delivery, organization, informative speaking, persuasive speaking, and group discussion. These areas reinforce the fact that public speaking receives considerable attention regardless of declared focus. Students were least likely to receive training in debate, audience analysis, radio-TV, argumentation theory, and parliamentary procedure. There was a similarity of course content offered in all schools. The New American Speech was the most popular textbook. Textbooks

also give a heavy emphasis to public speaking activities. It is noteworthy, however, that not even a simple majority of the respondents used a particular textbook. It would appear that teachers of the basic course use a wide variety of ways to achieve similar objectives.

Closely related to content areas offered were the assignments teachers made. Teachers in schools of all sizes and locations as well as courses of both one and two semesters assigned speeches with far greater frequency than any other activity. Teachers devoted the greatest amount of classroom time to student performance and class exercises.

Teachers provided oral criticisms of performances slightly more frequently than written criticisms. Student comments usually accompanied those of the teacher. This might be considered an indication that teachers feel learning occurs during the evaluation process as well as during preparation and actual performance. The use of behavioral objectives, contracting, and student participation in course planning are relatively new educational methods. However, a substantial majority of teachers used only one of these practices, behavioral objectives. A slight majority indicated students participated in course planning. Those sharing such responsibilities most often involved students to a moderate degree and used student suggestions for units of study and types of assignments. Less than one-fourth of the responding teachers used contracts in the basic course.

The data indicated two-thirds of the teachers had taught five years or less. At the same time, a simple majority of the respondents had a baccalaureate degree but no further higher education. Teachers indicated that a broader background of courses would be useful in teaching the basic course. Teachers were most likely to join a general education organization. Apathetic students, then poor resources and materials were the most common problems teachers identified in teaching the basic course.

Although a fairly complete picture of the basic course in Missouri public high schools was obtained, further research is necessary. The total program should be studied. This project should be updated periodically as well.

EXPLORATORY STUDY OF THE ROLE COMMUNICATION APPREHENSION PLAYS IN THE EDUCATIONAL PROCESS OF A PROFESSIONAL SCHOOL OF NURSING

Order No. 7913901

LOWER, Helen Marie, Ph.D. State University of New York at Buffalo, 1979. 305pp.

Communication apprehension is a multi-faceted construct which has been studied by research communicologists for almost forty years. It has been estimated that at least 15 to 20 percent of college students suffer from a high or "debilitating" level of communication apprehension. This disability is developed before the individual enters college and can interfere with interpersonal relationships. The modes through which individuals communicate are oral, receiver, written and touch. Professional nursing students are required to utilize these communication modes when interacting with peers, faculty, clients, families and other professionals. The inability for nursing students to communicate could interfere with their interpersonal and educational success. It is imperative to identify the levels of communication apprehension in order to plan for its treatment.

The purpose of this research was to determine the relationship between the professional nursing student's scholastic achievement, academic background, career choice and the level of communication apprehension. The research question investigated was: What factors in the professional nurse's educational process are related to communication apprehension?

The study was conducted in a professional school of nursing located in a large university in western New York. The study sample consisted of 254 professional nursing students who were designated pre-seniors, seniors and masters level. The professional nursing students participated by completing a five part questionnaire distributed to them by the investigator. The questionnaire consisted of: Part I -- Demographic Data Design; Part II -- Personal Report of Communication Apprehension for College Students (PRCA-College); Part III -- Receiver Apprehension Measure (RAT); Part IV -- Writing Apprehension Measure (WRAT); and Part V -- Touch Avoidance Measure (TAM_1 and TAM_2).

From the statistical analysis of the results the following conclusions were drawn:

1. A certain percentage of professional nursing students suffered from severe oral, receiver, written and touch communication apprehension.
2. Personal data such as age, sex, religion and race were related to the professional nursing student's level and type of communication apprehension.
3. High school average, bacclaureate grade point average, basic nursing educational program, pursuit of more degrees, and the pursuit of graduate level education are related to the professional nursing student's level and type of communication apprehension.
4. The type and amount of communication content courses taken are related to the professional nursing student's level and type of communication apprehension.
5. The type of department in which the communication content course is taken and education modalities used in teaching the communication content are related to the professional nursing student's level and type of communication apprehension.
6. The area chosen for work, the amount of interest in client needs and the type of interest in client needs are related to the professional nursing student's type and level of communication apprehension.

IDENTIFYING INTERPERSONAL COMMUNICATION COMPETENCIES FOR INTERNSHIPS IN COMMUNITY EDUCATION LEADERSHIP

Order No. 7907133

MCCOMBIE, Douglas Arthur, Ph.D. The University of Michigan, 1978. 177pp. Chairman: Curtis Van Voorhees

PURPOSE

It was the purpose of this study to determine the importance of selected interpersonal communication skills in training entry level center directors for community education development. The skill areas evaluated were:

1. nonverval communication
2. conflict resolution
3. trust
4. listening and responding
5. describing thoughts and feelings

These general skill areas were expanded into twenty sub-skills which were also rated and ranked in importance.

METHODOLOGY

A questionnaire was designed which incorporated the interpersonal communication factors and demographic features. Hypotheses tested were designed to differentiate between the perceptions of the total population of regional and cooperating center directors for community education development in the United States, regarding the importance of the selected interpersonal communication skills, for themselves, for entry level center directors and for communicating and developing the community education concept.

FINDINGS

Within the sixty centers studied, 47% were operating training programs at the graduate level in community education leadership. Only 21% were providing any training in interpersonal communications at the graduate level. Ninety percent of the center directors felt that interpersonal communication training should play a more important role in leadership training programs.

There was no significant difference in regional and cooperating center directors' perceptions regarding the importance of the twenty interpersonal communication sub-skills.

High rankings were assessed by the two groups for the following skill factors: Listen with understanding, Trust in group setting, Foster openness, Group dynamics, Open problem solution environment, Communication hindrances. The regional and cooperating directors ranked the five interpersonal communication factors in the following rank order:

1. trust
2. nonverbal communication
3. listening and responding
4. describing thoughts and feelings
5. conflict resolution

Ratings of these five general factors were all of "greatest importance" to the center directors. All five general skills were rated "greatly important" by the regional and cooperating center directors.

There was no significant difference in the ranking of the following five general skills when the center directors were Mott-trained or non-Mott trained, and the first four skill areas were rated "greatly important" by the respondents.

1. trust
2. listening and responding
3. conflict resolution
4. describing thoughts and feelings
5. nonverbal communication

There were significant differences in the rankings of the Mott and non-Mott trained center directors regarding only two of the twenty skills; i.e. group conflict resolution and trust in a group setting; however, both groups rated the following eight of the twenty skills in the "greatest importance" range:

1. listen with understanding
2. trust in group setting
3. establish authenticity
4. group dynamics
5. open problem solution environment
6. facilitate feedback
7. communication hindrances
8. foster openness

EFFECTS OF SITUATIONAL STRESS ON FLUENCY, RATE AND PROXIMITY BEHAVIOR OF COLLEGE STUDENT SPEAKERS: EXPLICATED BY A NEW MODEL OF SITUATIONAL AFFECT Order No. 7904222

MAY, Wallace Russell, Ph.D. University of Kansas, 1978. 383pp.

1. Statement of the Problem. Research on stage fright is characterized by a variety of names for the variable--usually only operationally defined--and a variety of methods and measurement with low correlations between them. Although this research focuses on the debilitative effects of the affect state experienced by the public speaker, some studies note that some speakers show facilitative effects.

This study was an effort to offer a careful, comprehensive conceptualization of the affect state induced by the stress of public speaking which would account for both debilitative and facilitative effects of the affect state. The resulting model of affective behavior was then subjected to experimental test using Situational Stress as an independent variable and Sex, Anticipatory Apprehension and Subject Evaluation as assigned variables. The dependent variables were Interjection Nonfluency, Other Nonfluency, Total Nonfluency, Rate and Proximity. A comprehensive behavior variable was mathematically derived from the above dependent variables and called, Aggressiveness-Apprehensiveness.

2. Procedures. Fifty-six student speakers delivered extemporaneous speeches under moderate and high stress conditions. Videotape and audiotape records were used to produce scores on the dependent variables. Anticipatory Apprehension was quantified by the PRCA and Subject Evaluation by the May Affect Differential. Relationships of the variables were determined by means of 2x2 factorial analyses of variance. The speech sample was divided into an initial arousal period and a mean arousal period. Forty-four experimental hypotheses were tested; twenty from each time period and four concerning the newly conceptualized dependent variable of Aggressiveness-Apprehensiveness. Six general hypotheses were constructed to relate the proposed model to the experimental hypotheses.

3. Findings. The efficacy of the treatment conditions was confirmed by the results of a post-treatment questionnaire.

Treatment effects were nonexistent during the first minute and appeared on Rate and Other Nonfluency during the mean arousal period supporting the hypothesized emergence of adaptive behavior.

Significant effects due to Sex were evident on Interjection Nonfluency during the initial arousal period as expected. No significant effects from Anticipatory Apprehension were evident during this period, which was contrary to expectations.

Subject Evaluation, hypothesized to be an essential part of affective arousal, did indeed significantly predict behavior on the nonfluency variables, but not on Rate and Proximity during the mean arousal period. The differences in Interjection Nonfluency behavior due to Sex were increased during the mean arousal period. Anticipatory Apprehension was not effective as a predictor of behavior in either period.

Behavior on the Aggressiveness-Apprehensiveness variable was predicted to be bipolar with some subjects demonstrating improving functioning during the mean arousal period. In fact, 22 of 56 subjects demonstrated improved behavior. These subjects were predicted by the Subject Evaluation variable at the .005 level of confidence. No other significant effects were evident on this composite variable.

4. Conclusions. The proposed model of affective behavior was substantially confirmed by the experimental results. However the PRCA did not measure any significant early arousal. Adaptive behavior was clearly evident and was bipolar. Those subjects having a more positive evaluation of "other people" did indeed demonstrate significantly improved performance over time compared to a decrement for those with more negative evaluations. There was solid evidence of a bipolar response to the speaking experience thereby supporting the inference of a bipolar affective arousal.

There was evidence that affective arousal patterns of individuals vary and the use of multiple dependent variables is warranted.

It was also concluded that the May Affect Differential was a better predictor of speaker behavior than the Personal Report of Communication Apprehension. Therefore it was suggested that MAD be used in remedial programs in preference to the PRCA.

TEACHING GROUP COMMUNICATION: A SURVEY OF MICHIGAN HIGH SCHOOL SPEECH COMMUNICATION TEACHERS Order No. 7907171

SHUBERT, Judith Janelle Clark, Ph.D. The University of Michigan, 1978. 156pp. Co-Chairmen: John E. Baird, Jr., Howard Martin

Research indicates that classroom groups exist and further that they have certain effects on the individual student. This study investigated the following problem: Do teachers of high school speech communication, a discipline uniquely suited to the teaching of group interaction skills, (1) teach courses or units in group communication, and/or (2) use groups as an instructional technique?

Also investigated was (1) the nature of what was taught (that is, the topics covered, modes of evaluation used and textbooks used), (2) the general attitudes of teachers toward classroom groups, and (3) the training high school speech communication teachers had to prepare them to teach group communication and/or use groups as an instructional technique.

A mail survey questionnaire was mailed to a sample of 300 high school teachers in the state of Michigan. One hundred of the sample were members of the state speech association, and presumed to be teaching speech communication courses. The other questionnaires were mailed to "Speech Communication Teacher" in care of 200 high schools. A response rate of 64 percent was obtained.

Only 38 teachers indicated that they taught a course in group communication, 81 reported teaching a unit in group communication and 86 reported using group projects. The topics that were covered, the teaching practices employed and the modes of evaluation used all indicated that courses, units and group projects (1) focused attention on the individual's performance, rather than on the group as a whole and (2) that the focus of the courses and units was on formal, procedural discussion techniques, rather than on group processes.

Teacher's attitudes were generally favorable toward classroom groups, the teaching of group communication, and using group projects. However, teachers felt that students were easier to control when working alone and that groups waste too much time socializing.

In general, teachers were not well prepared to teach group communication. Although 98 teachers reported having had college level course work in group communication, only 58 teachers said their teaching methods course covered the teaching of group communication, and only 32 teachers reported having had any in-service training to teach group communication.

In addition to changing the focus of the high school group communication from procedural oriented discussion to process oriented communication, it was recommended that teachers needed more and better preparation and that more textbooks at both the college and high school level reflecting the communication orientation are needed.

TEACHING MEDICAL DIAGNOSTIC INTERVIEWING SKILLS: AN APPLICATION OF SEMIOTIC THEORY AND PRINCIPLES
Order No. 7908084

SOCHAT, Nancy Ann, Ph.D. Southern Illinois University at Carbondale, 1978. 204pp. Major Professor: Dr. Edward L. McGlone

Semiotic theory was examined for its usefulness in teaching diagnostic medical interviewing skills. Rhetorical and philosophical issues in medical encounters were discussed. The specific content areas included an overview of the role of communication in medicine, the nature of semiotics in medical encounters, how semiotic theory can be applied to the field of medicine and how semiotic coding and contextual variables can be quantified. The text was written in a pedagogical sense in that the theory building, data set and implications were directed towards the concerns of medical educators.

Instructional questions, a model, and a glossary of terms for teaching semiotic diagnostic medical interviewing skills were designed in light of Eco's (1976) conceptualization of the "aesthetic text." Semiotic theory was interpreted with reference to the physician-patient relationship, the quantity and quality of medical information, the application of interviewing techniques and communication theory and principles, and the evaluation and interpretation of students' performances and curricula instructional techniques.

A study of "context" in the medical encounter was conducted. Perceptual responses from expert reviewers, student physicians, and programmed patients involved in the Introduction to Clinical Medicine interviewing program at Southern Illinois University School of Medicine were used. The Southern Illinois University Medical Interviewing Skills Feedback Sheet was adapted to measure semiotic processes of extracoding, overcoding and undercoding. Perceptual response from three rounds of physician-patient diagnostic medical interviews were examined.

Three contextual variables were examined using multiple discriminant analysis. These variables were the personality type of the medical student, the sex composition of the physician-patient dyad, and the age of the programmed patient. Implications for teaching diagnostic medical interviewing skills using semiotic theory and principles were discussed.

Results indicated that the more highly visible and easily recognized the contextual variable, the better the discrimination between contextually defined groups. The extracoding, overcoding, and undercoding items discriminated best between contextually defined patient age groups. The second most important contextually defined variable was the sex composition of the physician-patient dyad. While both of these variables revealed high amounts of statistical significance, the contextually defined age groups provided the most consistent discrimination across the three rounds of diagnostic medical interviews. The personality type classification of the medical student was the weakest of the contextually defined grouping variables. Results indicated that the personality variable was the most difficult contextual variable to identify and interpret, and as such, was not as consistently discriminated by the extracoding, overcoding, and undercoding items as were the other two variables.

THE IMPLICATIONS OF SELECTED PERSONALITY FACTORS AND PERCEPTIONS OF COMMUNICATION FOR THE DIAGNOSIS AND INSTRUCTION OF RETICENT STUDENTS
Order No. 7909137

STREIBEL, Barbara Jean Wilson, Ph.D. The Pennsylvania State University, 1978. 200pp. Adviser: Gerald M. Phillips

This study evolved out of an interest in the future development of identification and training procedures for reticent students. It encompassed a search for consistent differences between reticent and non-reticent students which might have implications for pedagogy. In addition, the nature of the problems reticent students experienced, their reports of changes in their abilities to manage these problems, and the instructional strategies which facilitated change were explored for relevance in instructional development.

This study posed the question: What suggestions for the development of instruction in speech communication can be derived from examination of personality variables and perceptions of communication in samples of self-selected and diagnostically confirmed reticent students? In attempting to answer this question, two interviews and several personality tests were administered to groups of reticent and non-reticent students during the term in which they were enrolled in a basic speech communication class. The resulting data was analyzed to discover: (1) whether there were unique personality configurations associated with reticence; (2) whether there were consistent differences between reticent and non-reticent students; (3) whether personality variables might be related to reticent students' reports of changes in their communication skills; and (4) whether reticent students' reports of changes in response to instruction revealed information which might be useful in developing pedagogy.

The results of a discriminant analysis of the personality test scores indicated that reticent and non-reticent students have significantly different personality profiles. A combination of the Composite Communication Scale, the FIRO-B EC scale, and the FIRO-B EI scale might be the most efficient means of distinguishing between the two groups.

The analysis of the students' responses to the first interview indicated that reticent students could be consistently differentiated from non-reticent students. This suggested that training for reticent students might need to focus on areas of instruction which would be inappropriate for other students.

Reticent students reported changes in all areas included in the interview. These changes were not evenly distributed, and it was possible to distinguish "changed" reticent students from "unchanged" reticent students. A discriminant analysis revealed that none of the test scores was related to students' abilities to alter their communication behaviors.

The reticent students' interviews were then examined for information which might be useful in adapting instruction to their particular needs. All reticent students endorsed three elements of instruction: the existence of all-reticent classes, a graduated approach to learning communication skills, and participation in small-group discussions. Some reticent students reported that exercises in role-playing, active listening, interviewing, and using questions were beneficial. Some students improved by using classmates as communication models. The analysis suggested that students who did not benefit from class activities were deficient in prerequisite skills (e.g.: the ability to conceptualize experience, or to operationalize process level concepts into specific behaviors).

One significant outcome of the data analysis was the documentation of the diversity among reticent students. This heterogeneity mandates a flexible instructional approach capable of accommodating to a range of needs, goals, and levels of skill.

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